

No prerequisite.

ANT 214 Human Evolution (3 Cr.)

This course provides an overview of the fossil and archaeological evidence for human origins, theory and method in paleoanthropology are emphasized. Furthermore, in this course we will explore the fascinating field of biological anthropology and its underlying mechanisms that allow scholars to construct our historical past (human origins) using evidence from several fields such as genetics, paleoanthropology, archaeology, geology, ecology, zoology and comparative primate morphology.

No prerequisite.

ANT 219 Environmental Anthropology (3 Cr.)

This course introduces students to the various ways in which anthropology has sought to understand human-environment relations, both from utilitarian perspectives (such as cultural ecology, ethnoecology, and political ecology) and symbolic ones (where anthropologists have focused on the meanings people give to the non-human world).

No prerequisite.

Art

ART 115 Modern Art History (3 Cr.)

This course is an introduction to the western contemporary art that comprise 19th- and 20th-century modern art. It will be a detailed survey of the beginning of art, including painting, sculpture, architecture and photography as well as recent developments in the idea of medium such as conceptual art. The focus will be heavily theoretical, but it will also require students to acquire some basic historical knowledge of contemporary events.

No prerequisite.

Communications

COM 303 Intercultural Communications (3 Cr.)

This course provides an introduction to intercultural communication theories and methods. It covers barriers to successful communication that involve cultural differences and focuses on the application of theory and research to intercultural communication. The influence of cultural elements on individuals, groups, and organizations will also be discussed.

Prerequisite – ENG 111, ENG 112

COM 305 Writing for the Internet (3 Cr.)

This course is designed for the learning of the principles, research, and practices of creating and publishing work on the cyberspace. It also will cover the principles of and research on effective Web rhetoric as well as explore Internet publications that most resemble traditional print publications.

Prerequisite – ENG 111, ENG 112

COM 500 Managerial Communication (3 Cr.)

This course examines the roles of communication networks and strategies in managerial decision making. It studies the challenges exist for creating and implementing effective communication both inside and outside organizations. It also focuses on the role of the communication skills in managing change, organizational conflict, and corporate cultures.

Prerequisite – Permission from Instructor

Computer Science

CSC 121 Computer Science I (3 Cr.)

This first course in computer science develops foundational skills in computer programming to an audience with no prior computer experience. It introduces the process of developing algorithms to solve problems, and the corresponding process of developing computer programs to express those algorithms. Specific topics covered include the following: expression of algorithms in pseudo code and a programming language and functional and imperative programming techniques.

No prerequisite.

CSC 122 Computer Science II (3 Cr.)

This course continues introduction to basic computer science concepts begun in Computer Science 1. Essentially, this course covers the use of object-oriented programming to design and implement software solutions. Concepts taught include pointers, classes, operator overloading, inheritance, and polymorphism and a high-level language will be used as a vehicle for the further development of these concepts.

Prerequisite – CSC 121

CSC 210 Database Management (3 Cr.)

This course covers fundamentals of database architecture, database management systems, and database systems. It focuses on the development of well-formed databases for the purpose of data management from the initial design of the database to the implementation and query. Web based database applications are also introduced.

Prerequisite – CSC 122

CSC 211 Introduction to Digital Logic Design (3 Cr.)

This course introduces the basics of electronics and digital systems and is designed to expose students to engineering design and troubleshooting techniques that are used in the electronics field. It covers the basic methods for the design of digital circuits and provides the fundamental concepts used in the design of digital systems. Emphasis is placed on computer components such as adders, comparators, multiplexors, memory, counters, and bus-related circuits.

Prerequisite – CSC 122

CSC 224 Principles of Programming Languages (3 Cr.)

This course covers the fundamental concepts underlying design of programming languages. It focuses on the formal specification of programming languages such as: syntax, analysis, and semantics; evolution of programming languages and concepts; names and scope; data representation; evaluation sequence at expression, statement, and subprogram levels.

Prerequisite – CSC 122

CSC 261 Introduction to Algorithm (3 Cr.)

This course introduces the techniques for designing efficient computer algorithms and analyzing their running times. It focuses on the particular algorithms for sorting, searching, set manipulation, arithmetic, graph problems, pattern matching. Methods for showing lower bounds on computational complexity will be discussed.

Prerequisite – CSC 122

CSC 325 Operating Systems (3 Cr.)

This course provides the fundamental principles of operating system design and implementation. The two fundamental tasks of an operating system – to manage a computer's resources and to provide applications with an abstract interface to these resources will be discussed. This course focuses on major OS subsystems: process management, memory management, file systems, and operating system support for distributed systems.

Prerequisite – CSC 122

CSC 327 Data Structure (3 Cr.)

The course provides the concept of data abstraction and the problem of building implementations of abstract data types. It focuses on logical structures of data, their physical representation, design and analysis of algorithms operating on the structures, and techniques for program development and debugging.

Prerequisite – CSC 122

CSC 331 Computer Architecture (3 Cr.)

This course presents the structure and behavior of the various functional modules of the computer with respect to hardware design and instruction set architecture. It also explores the interface between a computer's hardware and its software as well as provides system-level context for students interested in emerging technologies and digital circuits.

Prerequisite – CSC 122

CSC 332 Data Communication (3 Cr.)

This course introduces the basic concepts, theories and components in data communications such as protocols, network equipment and the infrastructure. It covers the design and evaluation of computer networks using current trends in hardware and software. Topics include data transmission, signal encoding techniques, digital data communication techniques, optical fiber communications.

Prerequisite – CSC 122

CSC 345 Computer Graphics (3 Cr.)

This course provides students the basic concepts necessary for successful use of the computer as a graphic tool. It covers topics such as survey of the applications of computer graphics, video games, the renderers behind Hollywood's special effects, graphics art and design, 2-dimensional and 3-dimensional display techniques and an examination of computer graphics technologies.

Prerequisite – CSC 122

CSC 365 Programming Hand Held Devices (3 Cr.)

This course covers Android/iOS programming. The major topics include: GUIs, layouts, menus, resource files, events, touch/gesture processing, accelerometer and motion event handling, images, video, audio, graphics, animation, maps, geo-location, threading, web services, timers, supporting various screen sizes/resolutions, and more. We will write Apps for Android phones/watches, iPhone, and Apple Watch.

Prerequisite – CSC 122

CSC 368 Web Programming (3 Cr.)

This course presents and applies the web programming languages (HTML, DHTML, Javascript, Coldfusion), tools, and techniques used to develop professional web sites. The course moves step-by-step through the processes involved in planning, designing, launching, and maintaining successful web sites, with an emphasis on teamwork.

Prerequisite – CSC 122

CSC 417 Object-Oriented Programming (3 Cr.)

Advanced use of an object-oriented programming language in the implementation of object-oriented systems. The language is studied in depth to see how advanced concepts are realized in the language, and is used to produce example systems. Emphasis is placed on the most recent advanced features.

Prerequisite – CSC 122

CSC 420 Image Processing (3 Cr.)

This course introduces principle techniques and fundamental algorithms used to manipulate digital image imagery in the spatial and frequency domains. Topics covered in this course include: image sampling, quantization and representation, image enhancement (histogram equalization), filtering (sharpening, blurring and noise), image transformation, segmentation and color. Several assignments will be given requiring students to process digital images using techniques discussed in class. Software used in this course includes the use of Python and MATLAB.

Prerequisite – CSC 122

CSC 433 Information Retrieval (3 Cr.)

Information retrieval is the identification of textual components, be them web pages, blogs, microblogs, documents, medical transcriptions, mobile data, or other big data elements, relevant to the needs of the user. Relevancy is determined either as a global absolute or within a given context or view point. Practical, but yet theoretically grounded, foundational and advanced algorithms needed to identify such relevant components are taught.

Prerequisite – CSC 122

CSC 511 Computer Architecture (3 Cr.)

This course provides an understanding of modern computing technology through an in-depth study of the interface between hardware and software. It demonstrates the computer architecture from the application programs down to the hardware levels. Topics covered are applications of digital logic circuits, register transfer logic and assembly language to the design and operation reviewed.

Prerequisite – Permission from Instructor

CSC 512 Operating Systems (3 Cr.)

This course introduces the facilities provided in modern operating systems. It examines the issues in operating system design and implementation such as inter-process communication, process scheduling, deadlock, memory management, virtual memory, file systems and distributed systems. Particular emphasis will be given to the major OS subsystems.

Prerequisite – CSC 511

CSC 513 Data Structure (3 Cr.)

This course covers data structures and associated algorithms that allow complex tasks to be solved in simple and elegant ways. It focuses on program design and organization ideas such as abstract data types, data structures and object-oriented programming. Topics include are: lists, stacks, queues, heaps, dictionaries, maps, hashing, trees and balanced trees, sets, and graphs.

Prerequisite – CSC 511

CSC 514 Database Theory (3 Cr.)

This course provides the understanding of the fundamentals of relational systems including data models, database architectures, and database manipulations. The main subjects of the course include the understanding of relational database theories, industry standard SQL, and database design. A conceptual/semantic data modeling with the entity-relationship diagramming technique is also covered.

Prerequisite – Permission from Instructor

CSC 521 Artificial Intelligence (3 Cr.)

This course is an introduction to the basic principles, techniques, and applications of Artificial Intelligence. It focuses on the materials on AI programming, logic, search, game playing, machine learning, natural language understanding, and robotics introduce the student to AI methods, tools, and techniques, their application to computational problems.

Prerequisite – CSC 511

CSC 537 Data Communications (3 Cr.)

This course provides the foundation for work in data communications and local area network management. It focuses on the primary aspects of data communications networking, including a study of the Open Systems Interconnection (OSI) and Internet models. Topics include in this course are: data transmission principles, media, major protocols, topologies, routing methods, introduction to networking principles, and Network operating system management fundamentals.

Prerequisite – CSC 511

CSC 540 Programming Languages Principles (3 Cr.)

This course presents the principles of programming language design, and programming in multiple paradigms, including functional programming, logic programming and object-oriented programming. It focuses on programming language specification and semantics such as language models, functional, object-oriented, logic, string, and concurrent programming.

Prerequisite – Permission from Instructor

CSC 543 Software Engineering (3 Cr.)

This course covers the software engineering methods and tools used for systematic development of software products. It focuses on the software development process, from requirements initiation and analysis, through specification and design, to implementation, integration, testing, and maintenance. It also provides a solid introduction to design patterns: their usage, benefits and implementations.

Prerequisite – CSC 540

CSC 545 Programming Languages Topic: Java (3 Cr.)

This course provides an overview to basic concepts and techniques of programming in Java. It focuses on the fundamental areas of software development: syntax, control-flow mechanisms, keyboard and mouse interactions, object modelling, and debugging. Topics covered include the Java language syntax, object oriented programming using Java, exception handling, file input/output, threads, collection classes, and networking.

Prerequisite – CSC 540

CSC 552 Computer Graphics (3 Cr.)

The course is an introduction to theory and praxis of computer graphics. It covers the fundamental concepts and terminology for creating and editing basic electronic paint and draw-type graphics. It introduces techniques for 2D and 3D computer graphics, including modeling and representation, illumination and shading, rendering, texturing, and advanced software tools.

Prerequisite – CSC 511

CSC 553 Digital Electronic (3 Cr.)

This course covers the principles of digital electronics and the electronic circuits that are used to process and control digital signals. It focuses on the design process of combinational and sequential logic design, engineering standards, and technical documentation. Topics include are: Boolean algebra, basic gates, logic circuits, flip-flops, registers, arithmetic circuits, counters, interfacing with analog devices, and computer memory.

Prerequisite – CSC 511

CSC 561 Man-Machine Studies (3 Cr.)

This course explores the new forms of human-computer interaction based on measurement of brain function and properties. It also introduces methods for extracting rules or learning from data and

analysis of integrated man-machine systems. Basics of both supervised and unsupervised learning paradigms will be covered in this course.

Prerequisite – Permission from Instructor

Economic

ECO 201 Principles of Microeconomics (3 Cr.)

This course provides analysis of the behavior of individual economic agents. It introduces the terminology and analytic principles used in microeconomics, which is broadly defined as the study of markets, and to the application of these conceptual tools to several policy issues. It focuses on microeconomic issues and problems, such as competition and monopoly, pricing, consumer demand, and producer supply.

No prerequisite.

ECO 202 Principles of Macroeconomics (3 Cr.)

This course introduces economics which focuses on the aggregate behavior of households, firms and the government. It focuses on supply, demand, business organization, income, social security, management-labor relations, taxation, money and banking, consumption, savings and investments. Economic development, globalization, and the role of international lending institutions will also be discussed.

No prerequisite.

ECO 307 The Global Economy

This course aims to deepen your understanding of real world economic issues, while providing you with a stronger analytical base. We will focus on international trade theory and policy, and issues in international finance.

Prerequisite – ECO 201, 202

ECO 533 International Economics (3 Cr.)

This course provides a broad overview of international trade theory, policy, and international finance. Topics covered are: global trade protectionism, gains from trade and their distribution; pre-determined trade barriers; the trade deficit; currency exchange rate war; and government intervention in foreign exchange markets.

No prerequisite.

ECO 540 Climate Changes and Economy (3 Cr.)

This course examines the science on climate change and its impacts and alarming prospects for global economics and politics. It presents the connection between human activity and the current warming trend which influence the potential social, economic and environmental consequences of climate change. Key concepts of climate-change including decision-making in the face of risk and uncertainty, and the management of global public goods will be covered.

Prerequisite – Permission from Instructor

English

ENG 111 College English I (3 Cr.)

This course incorporates reading, research and critical thinking of the college level student. It focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also includes introductory use of a variety of research skills.

No prerequisite.

ENG 112 College English II (3 Cr.)

In this continuation of College English I, it enhances students' ability to read and think critically, to research and evaluate evidence competently, and to write clearly. Students will continue practice of expository writing in three genres of literature, including drama, poetry, and short fiction, and culminating in a research paper.

Prerequisite – ENG 111

ENG 113 Introduction to Speech (3 Cr.)

This course introduces speaking skills, including the selection, preparation, and delivery of speeches for various audiences and situations. It also addresses particular issues associated with public speaking, such as listening skills, interpersonal, and public communication, audience analysis as well as self and peer evaluations.

No prerequisite.

Finance

FIN 201 Introductory Finance (3 Cr.)

This course provides an introduction to the basic concepts and principles of finance. It examines financial concepts and analytical techniques, capital structure, financial performance, short-term financial planning, time value of money, measurement of risk and return, capital budgeting. Value assets and businesses given forecasts of future cash flows will be covered.

No prerequisite.

FIN 267 Personal Finance (3 Cr.)

This course teaches students to negotiate the retail financial landscape, emphasizing issues that have a large impact on their future financial well-being. It covers topics such as understanding and appreciating the time value of money, the financial planning process, financing the purchase of a house and other consumer loans, saving for retirement and other goals, selecting a financial advisor, taxes, estate planning, behavioral finance and common investment scams.

Prerequisite – FIN 201

FIN 301 Regulation of Capital Markets and Financial Institutions (3 Cr.)

This course introduces the regulation of financial markets and the role that financial institutions. It examines important current issues in the regulation of the U.S. capital markets and potential future actions. It analyzes the financial disclosure requirements of non-financial corporations and the impact of these requirements on corporate policies.

Prerequisite – FIN 201

FIN 333 Financial Quantitative Methods (3 Cr.)

This course covers statistical methods and mathematical models for forecasting future market movements. The objective of this course is to use economic theories and quantitative methods for investments that have wide applicability in business and financial decision making. It prepares students to develop the theoretical knowledge and practical skills required for successful working with multiple types of risks in modern financial markets

Prerequisite – FIN 201

FIN 352 Security Valuation (3 Cr.)

This course is designed for students interested in investment banking, fixed-income valuation or equity analysis. Students develop tools and techniques for the valuation of different securities. Topics covered include: bond pricing, bond duration, the term-structure of interest rates, financial statement analysis, equity valuation models, and firm valuation.

Prerequisite – FIN 201

FIN 356 Financial Capital (3 Cr.)

This course discusses the available corporate securities that firms can use to finance investment. The different kind of securities covered include corporate and junk bonds, bank loans, common and preferred equity, commercial paper, securitization Topics include are the design of these

securities, the issuing process for these securities, the underwriting process, the pricing of these securities and the cost of capital.

Prerequisite – FIN 201

FIN 380 Introduction to Entrepreneurship

This course introduces the role of small business in contemporary society and how small business organization and management with an emphasis on the marketing mix. It provides exposure to the stresses of a start-up business, the uncertainties that exist, and the behavior of entrepreneurs. The route from consider legitimate ideas oriented towards the formation of an enterprise will be discussed.

Prerequisite – FIN 201

FIN 411 Investment (3 Cr.)

This course provides empirical evidence when making investment decisions. It covers portfolio theory, equilibrium models of security, market efficiency, intrinsic value and risk, the empirical behavior of security prices, venture capital, performance evaluation and behavioral finance. Domestic and international financial markets will be discussed.

Prerequisite – FIN 201

FIN 420 Real Estate Finance (3 Cr.)

This course covers investment and financing issues in real estate as well as real estate knowledge. It focuses on understanding, calculating, and analyzing potential cash flow, tax, and future benefits of real estate asset. It also emphasizes the entrepreneurial management style and risk analysis techniques used by successful investors and developers.

Prerequisite – FIN 201

FIN 422 Corporate Finance (3 Cr.)

This course provides the fundamental concepts, principles and approaches of corporate finance and practice of decision-making within the corporation. It covers the analytical skills for making corporate investment and financial decisions and risk analysis. Topics covered include the concepts of present value and the opportunity cost of capital, discounted cash flow analysis and other valuation techniques.

Prerequisite – FIN 201

FIN 423 International Trade (3 Cr.)

This course provides the characteristics of international financial markets and evaluates the risks and benefits involved in operating globally. It focuses international finance from both corporate and international banking viewpoints. It also covers pricing in the foreign currency, market efficiency in the international money markets, foreign currency options and international capital asset pricing.

Prerequisite – FIN 201

FIN 439 Behavioral Finance (3 Cr.)

In this course we will examine how individuals and firms make financial decisions, and how those decisions may deviate from those predicted by traditional financial theory. We will explore psychological biases in financial decision making, and examine the impacts these biases have on financial markets and financial decision making.

Prerequisite – FIN 201

FIN 500 Financial Management (3 Cr.)

This course examines the general nature of financial management and focuses in corporate finance. It presents the necessary tools required to objectively approach and solve financial problems as well as enhances the understanding of basic financial theory and practices. It also discusses the topics such as capital budgeting, capital structure and working capital decisions.

No prerequisite.

FIN 506 Financial Statement Analysis (3 Cr.)

This course provides students with tools to analyze and exploit information in corporate financial statements. It helps students with understanding and analysis the corporate issues on financial reporting strategies effectively. It also covered include financial distress prediction, the impact of accounting information on security returns and the evaluation of short-term and long-term loan requests.

Prerequisite – FIN 500

FIN 517 Financial Theory (3 Cr.)

The course introduces the functions of public and private financial institutions. It focuses on classical ideas in finance, such as expected utility, risk aversion, mean - variance portfolio analysis, separation thermo, state prices and risk neutral valuation, efficient market. It also provides specific technical knowledge of financial decision-making at these institutions.

Prerequisite – FIN 500

FIN 534 Financial Institutions and Markets (3 Cr.)

This course introduces the structure and functions of financial institutions and markets in the United States. It covers topics such as the money market and short-term money management; the equity and bond markets; financial assets and the primary market; and the difference between electronic and floor-based equity markets.

Prerequisite – FIN 500

FIN 551 Portfolio Management (3 Cr.)

This course provides an introduction to the tools needed to enter the field of professional money management. It covers the theory and practice of money management and analysis of the theory and practice involved when securities are combined into portfolios. Modern portfolio theory, such as market efficiency and behavioral finance will be included.

Prerequisite – FIN 500

FIN 552 Investment Analysis and Management (3 Cr.)

This course is a survey course of investments including corporate and government securities, real property and financial intermediaries. It examines investment policies, timing purchases and sales, types of securities, factors that influence pricing changes. The study of investment pricing techniques and of the institutional background will be covered.

Prerequisite – FIN 500

FIN 562 Entrepreneurial Finance (3 Cr.)

This course is designed to help entrepreneurs and financiers make better investment and financing decisions. It focuses on the financial aspects of the management of small business and entrepreneurial firms and analyzes principles of corporate finance, valuation, and coordination and control of firms, with an eye toward developing the tools and concepts of entrepreneurial financial management.

Prerequisite – FIN 500

FIN 599 Finance Project (3 Cr.)

The goal of this course is to make students acquainted with current problems in finance. It is designed to give students a survey of the current literature in the field of finance. It also provides a solid grounding in the financial key issues.

Prerequisite – Permission from Instructor

History

HST 111 Early American History (3 Cr.)

This course is the foundational American story from colonization through the Civil War and Reconstruction. It covers issues as race, war, gender construction, technology, and republicanism from different social and cultural points of view in the colonial, revolutionary and early national periods. Topics covered are environmental transformation, colonialism; immigration, economic development, slavery, ethnicity, practices of freedom and equality.

No prerequisite.

HST 112 Islam and the Middle East (3 Cr.)

This is a survey course of Middle Eastern history until the end of the twentieth century and the emergence of Islam in the region in the 7th century. It presents the encounters and exchanges between the Islamic world and the West. It focuses on the transformation of state and society under the impact of a changing world economy today.

No prerequisite.

HST 213 History of Traditional East Asia (3 Cr.)

This course introduces the constituent characteristics that originally linked East Asia as a region. It focuses on the development of the region from the mid-nineteenth century until the end of the twentieth century and the impact of the West and China in this region. Nationalism and industrialization of China, Japan and Korea will be covered.

No prerequisite.

Information Systems

IFS 101 Information Systems Principles (3 Cr.)

This course emphasizes the use of information technology to develop distinct the competitive potential for strategic use of information systems with competitors, customers and suppliers with respect to products and services. It also examines strategies of actual companies and identifies other strategies that can be deployed to gain competitive advantage.

No prerequisite.

IFS 220 Information Policy (3 Cr.)

This course provides an introduction to the conceptual, institutional, historical, and legal foundations of contemporary information and communication policy. Current US Government policies in areas involved with information and information technology will be examined as well as the associated issues of ethical uses of information and of privacy considerations.

No prerequisite.

IFS 337 Principles of Decision Making (3 Cr.)

This course is designed to make student a better decision maker with better decision-making skills by providing strategies for further improvement in the future. It covers decision making and problem solving processes in organizations, utilizing logical and creative problem solving techniques. It also presents formal, optimal models and psychological, descriptive models to help student understand decision making abilities.

Prerequisite – IFS 101

IFS 377 Data Mining (3 Cr.)

This course covers data mining concepts, techniques, and software utilized in the overall process of discovering knowledge within data. It presents intelligent analysis of information stored in data sets that deals with extracting useful knowledge from raw data. The knowledge discovery process includes data selection, cleaning, coding, using different statistical and machine learning techniques.

Prerequisite – IFS 101

IFS 381 Business Process Management (3 Cr.)

Modeling business work systems with focus on processes and the information technology (IT) to support business processes. The focus is on using IT to create, automate, and integrate business processes. Major topics covered: modeling work systems, major business processes and their relationships, modeling tools, business process/application integration approaches, creating and managing a business process using business process management software.

Prerequisite – IFS 101

IFS 411 Cyber Security (3 Cr.)

This course presents all functional levels within the enterprise to deliver information system security. It provides the technical and analytical skills to implement computer security. It covers topics such as technical, analytical, and communication skills, further engaging students in the practice of cybersecurity. It also focuses on multiple cybersecurity environments, technologies, processes, and concepts.

Prerequisite – IFS 101

IFS 427 The Laws in Cyber Space (3 Cr.)

This course covers the essentials of computer and network technologies and it explores specific problems in applying law to cyberspace. It explores the sources of Internet law from intellectual property to tort and the legal complexities. Topics such as intellectual property, privacy, content control and the bounds of jurisdiction will be covered.

Prerequisite – IFS 101

IFS 435 Cyber Intelligence (3 Cr.)

This course covers intelligence and how it relates to both the physical and cyber domains. It also presents the techniques of computational intelligence, especially evolutionary computation and neural networks and how it enhances human decision making and learning and the automation of computing processes. It also focuses on the development of human source intelligence as a discipline.

Prerequisite – IFS 101

IFS 439 Business Intelligence (3 Cr.)

Business intelligence provides the highest level of information support to aid the manager in the decision-making process. This course provides the skills necessary to conceptualize, build, and implement systems utilizing business intelligence in organizations.

Prerequisite – IFS 101

IFS 442 Software Engineering (3 Cr.)

This course covers the nature of software and software projects, software development models, software process maturity and project planning. It presents the fundamental concepts and principles that underlie current and emerging methods, tools, and techniques for the cost-effective engineering of high-quality software systems.

Prerequisite – IFS 101

IFS 444 Systems Analysis and Design (3 Cr.)

Emphasis on development of business application systems using object-oriented and structured analysis tools and techniques for describing processes, use cases, data structures, system objects, file designs, input and output designs, and program specifications. Includes a service-learning project with requirements gathering, planning, and development of a prototype for an internal/external client.

Prerequisite – IFS 101

IFS 500 Information Technology for Managers (3 Cr.)

This course presents an introduction to information systems and dominant supportive technologies. It explores necessary management actions to use of the best practices and methods such as: information systems architectures, software and hardware standards, database management systems, transaction processing, e-commerce, for improvement for already in place.

Prerequisite – Permission from Instructor

Legal Studies

LAW 510 Law and Legal Reasoning (3 Cr.)

This course introduces the American legal system and the types of legal reasoning used by lawyers and judges. It covers the nature, function and application of the U.S. legal system as it applies to the modern business environment. It also examines the American legal system's role in the development and growth of business with an emphasis on ethics and business decision making.

Prerequisite – MGT 500

Mathematics

MAT 103 College Algebra (3 Cr.)

This course provides a solid foundation in algebraic operations such as linear, quadratic, polynomial, rational, inverse, exponential and logarithmic functions. It also covers topics as solve equations involving these functions, and systems of linear equations in two variables, as well as inequalities.

No prerequisite.

MAT 114 Mathematics for Computer Science (3 Cr.)

This course is an introduction to the mathematics underlying computer science. It covers fundamental concepts and tools in discrete mathematics with emphasis on their applications to computer science. It covers topics like logic and Boolean circuits; sets, functions, finite automata, randomized algorithms, and analysis techniques.

No prerequisite.

MAT 231 Calculus (3 Cr.)

This course is an introduction to calculus which examines polynomial, rational, exponential and trigonometric functions and their transformations. Those in integration include the area under a curve, definite and indefinite integrals, numerical integration, substitution and applications of integration. Topics include: limits, the rate of change of a function, derivatives of algebraic and trigonometric functions, applications of derivatives and integration.

Prerequisite – MAT 103

Management

MGT 201 Principles of Management (3 Cr.)

This course focuses on the theory and fundamental concepts of management including planning, organization, leadership, and control. It presents the management role and its practices and techniques. Various dimensions of management, organizational structure and functions of managers, growth and re-engineering of business will be covered.

No prerequisite.

MGT 300 Strategic Planning (3 Cr.)

This course introduces basic concepts of strategic planning and management. It provides an overview and applications of strategic planning theories, methods, and group processes in different organizational environments. It helps organizations formulate a strategy on how to best achieve their goals and define an operational plan.

Prerequisite – MGT 201

MGT 312 Human Resource Management (3 Cr.)

This course presents essentials of human resources management principles and practices in business and industry. It analyzes the policies and practices used by human resource management staff to build and maintain an effective work force. Topics include human resource planning, labor relations, job analysis, manpower development, recruitment, selection, performance appraisal and compensation.

Prerequisite – MGT 201

MGT 313 Teams, Groups and Leadership (3 Cr.)

The course evaluates several leadership issues including power, authority and influence, team building and coalitions and ethics and values. It examines components that comprise teams, highlights key factors that influence team effectiveness, skills in diagnosing opportunities and threats that face teams. It also focuses on identifying and developing workplace leadership skills.

Prerequisite – MGT 201

MGT 412 Managerial Psychology (3 Cr.)

This course focuses on interpersonal effectiveness about understanding and managing behavior in the work environment. It presents the theoretical background for practical tasks solving while

working with diverse groups of people. It covers topics like ethics and confidentiality, assessment, crisis intervention, treatment planning, counseling, case management, record keeping and consultation.

Prerequisite – MGT 201

MGT 431 Project Management (3 Cr.)

This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project.

Prerequisite – MGT 201

MGT 445 Small Business Management (3 Cr.)

This course reviews considerations faced by an individual planning to establish and manage a small business venture in today's complex business environment. It includes a review of legal forms of ownership, financial planning and resources, considerations of management, operations and control, ethical issues, and the importance of social responsibility.

Prerequisite – MGT 201

MGT 450 International Management (3 Cr.)

This course focuses on opportunities and challenges created by globalization and the management issues related to management in an international marketplace. It explores the opportunities and problems that confront international managers through complex and ever-changing global economic, political, legal, technological and cultural environment.

Prerequisite – MGT 201

MGT 472 Operations Management (3 Cr.)

This course introduces the concepts, principles, problems, and practices of operations management by covering both service industries and manufacturing. It focuses on the designing, planning, organizing, operating and controlling of operating systems. It also covers managerial processes for effective operations in both goods-producing and service-rendering organization.

Prerequisite – MGT 201

MGT 500 Principles of Management (3 Cr.)

This course presents fundamentals and concepts of management, administrative policies, objectives and procedures and problem of organization and leadership. It covers various concepts of management including management controls, operations management, and human resource

management. It also provides various concepts required for an overall understanding of management's role in the contemporary organization.

Prerequisite – Permission from Instructor

MGT 520 Human Resource Management (3 Cr.)

This course presents the human resources function within today's organizations, such as an organization acquires, rewards, motivates, uses, and generally manages its people effectively. It explores the role managers play in the successful management of the organization's human resources. It emphasizes the employee-supervisor relationship and applications involved in effectively managing people in organizations.

Prerequisite – MGT 500

MGT 522 Strategic Management (3 Cr.)

This course presents the strategic analyses, decisions and actions with the consideration of both the internal condition and the external environment. It examines management theory and practice through a framework involving strategic thinking and strategic planning. The context of strategy, leadership, managerial uses of structure and design and performance will be covered.

Prerequisite – MGT 500

MGT 525 Organizational Behavior (3 Cr.)

This course covers the analysis and application of organizational theory, group dynamics and the integration of interdisciplinary concepts from the behavioral sciences. It focuses on individual behavior and impact of work teams in an organization. Topics include development, structure, leadership, decision making, power and conflict will be discussed.

Prerequisite – MGT 500

MGT 531 Business Intelligence (3 Cr.)

This course provides an introduction to business intelligence, including the processes, infrastructure, methodologies and current practices used to transform business data into useful information and support business decision-making. It focuses on the features, uses, and design strategies for IT-enabled managerial decision support.

Prerequisite – MGT 500

MGT 544 Managerial Psychology (3 Cr.)

This course presents the theoretical, methodological and practical areas of managerial psychology and sociology. It covers the importance issues of leadership and what makes someone a successful

leader. It addresses the behaviors and their influences on managerial thinking and business decisions. The difference between leadership and management will be discussed.

Prerequisite – MGT 500

Marketing

MKT 201 Marketing Principles (3 Cr.)

This course presents the business functions of marketing – marketing mix, segmentation, targeting, positioning, customer value, branding and services. It focuses on the principles and problems of the marketing of goods and the methods of distribution from producer or manufacturer to the consumer. Market planning, market research and competitive analysis will be covered.

No prerequisite.

MKT 307 Contemporary Globalization (3 Cr.)

This course focuses on the ideas, theories and issues about the understanding of contemporary globalization. It analyzes economic globalization in a historical perspective and the arguments of both its critics and advocates. It also covers the nature of globalization in relation to the emergence of a global economy, global cultures, politics and environmental issues.

Prerequisite – MKT 201

MKT 377 E-Commerce (3 Cr.)

This course introduces the realities and implications of e-commerce from a marketer's perspective. It presents the ways in which an enterprise can become technically and operationally proficient in e-commerce. It also presents concepts and skills for the strategic use of e-commerce and related information system technologies.

Prerequisite – Permission from Instructor

MKT 510 Electronic Commerce Strategy (3 Cr.)

This course refers to corporations that have adopted e-commerce practices and designs. It explores of the basic notions of changes in technology and business models looking at internal as well as external factors. It also examines the digital economy and its impact on commerce by focusing on the operation within a business ecology framework.

Prerequisite – Permission from Instructor

Orientation

ORT 001 New Student Orientation (0 Cr.)

This is a college success and orientation course designed to develop confidence and improve chances of student success and retention. This course will provide students with active participation in the assessment and development of abilities in line with college expectations including an orientation to college services and activities, learning and test taking skills, using traditional and electronic resources, problem solving, people skills, self-management skills, and career/life planning strategies.

No prerequisite.

Philosophy

PHI 201 Introduction to Western Philosophy (3 Cr.)

This course provides an overview of the history of western philosophy from its beginnings among the ancient Greeks through the 14th century. Particular emphasis is given to Plato, Aristotle, Augustine, and Thomas Aquinas. It is a survey course of several major areas of Western philosophy: metaphysics and epistemology, ethics, philosophy of mind, philosophy of language, philosophy of religion, and philosophy of science.

No prerequisite.

PHI 301 Logic (3 Cr.)

This course covers some basic rules, concepts, and skills of logic. It focuses on the symbolic logic, sentential and predicate logic. It also presents the evaluation of arguments, the basic principles of formal logic, and the evaluation of arguments. Special emphasis will be placed upon the logical appraisal of everyday arguments and the analysis of value arguments.

No prerequisite.

PHI 302 Ethics (3 Cr.)

This course introduces to philosophical ethics and ethical theory about the nature of morality. It covers the fundamental questions related to human conduct and the basis of moral rightness and moral wrongness. It presents an evaluation of classical and contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.

No prerequisite.

Political Science

POL 120 American Political Thought (3 Cr.)

This course is an introduction to American political institutions and behavior. It is a study of governmental politics, functions, and programs. It introduces the primary intellectual traditions and key political questions that have motivated and shaped American political thought. It also covers the public opinion, political culture, parties, and elections of the United States.

No prerequisite.

POL 130 Climate Changes and International Politics (3 Cr.)

This course introduces the complex political phenomenon as climate change in decision-making in international society. It explores the difficulty to build collective action at the global level. It discusses possible avenues forward and the sources and impacts of climate change at international policies. It also covers the world's effort to effectively meet the prospect of catastrophic climate change.

No prerequisite.

Natural Sciences

SCI 124 Introduction to Chemistry (3 Cr.)

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, the properties and states of matter, energy relations, periodicity and mole concepts. Topics includes the concept of energy and its uses, gas laws, kinetic molecular theory, laws of chemical combination, atomic and molecular structure, periodic classification of the elements, and chemical bonding.

No prerequisite.

SCI 134 Introduction to Biology (3 Cr.)

This course introduces to basic principles of biology in the areas of cell biology, genetics, development, vertebrate physiology, ecology and evolution. Functions of cellular organelles, including protein synthesis, genetics, cellular respiration, and cell reproduction will be emphasized. Topics include chemistry of living organisms, cell structure and function, energy and its transformations, cell division process, genetics and review of current biology research will be covered.

No prerequisite.

SCI 144 Introduction to Physics (3 Cr.)

This course covers an introduction to fundamental principles of mechanics, waves, heat, electricity and magnetism, light, atomic and nuclear physics are covered. This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe.

No prerequisite.

SCI 154 Introduction to Geology (3 Cr.)

This course is a general survey of the rocks and minerals composing the earth. It focuses on the chemistry and properties of minerals, the composition of igneous, sedimentary and metamorphic rocks. It examines the common rock-forming minerals and their properties, different geologic environments, plate tectonics and other issues related to geology.

No prerequisite.

SCI 164 Introduction to Environmental Science (3 Cr.)

Introduction to the ecological foundation of environmental systems, the ecological impacts of environmental degradation by humans, and strategies for sustainable management of environment and natural resources. The course addresses problems related to human society and explores possibilities for alleviating these problems. The course will provide the student with knowledge of how the environment functions and understanding of the issues of scale, complexity and conflict resolution.

No prerequisite.

Social Sciences**SOC 300 Social Psychology (3 Cr.)**

This course introduces the scientific study of how individuals think, feel and behave in social situations. It covers topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships as well as some of the most important theories and research in the field of social psychology.

No prerequisite.

SOC 313 Law and Society (3 Cr.)

This course introduces a wide variety of topics related to law's varying functions in a society. It focuses on social and legal theory and analyzes law and legal institutions especially in relation to

equality, justice, and fairness. It also examines the importance, influence and impact of law in society as well as the impact of people on the law.

No prerequisite.

Statistics

STA 201 Introduction to Statistics (3 Cr.)

This course provides the student with an understanding of using descriptive and inferential statistical techniques for solving business and technical problems. It covers sampling distribution, analyzing, presenting numerical data, frequency and sampling distributions, averages, dispersion, hypothesis testing confidence intervals, hypothesis testing, simple regression and time series.

No prerequisite.

English Proficiency Program

The purpose of Reagan National University's ESL Program is to raise the student's English proficiency quickly, so that the student can enroll in regular credit-earning university courses. The ESL program is designed to improve the full range of English language skills: reading, writing, speaking and listening.

The RNU College-level English as a Second Language (ESL) Program offers a series of courses for college-bound students whose native language is not English. These courses are designed to help students who already have a basic level of English skills gain academic English language proficiency to help them be successful in college study.

All English language learners can be assigned a level of English proficiency based on their ability to speak and understand English. These levels are determined at the time of entrance into the University. The proficiency levels reflect the abilities and skills that students are capable of demonstrating at each level. Course completion is graded "Satisfactory"/ "Unsatisfactory".

Level 1:

ESL 010 – Beginner Speaking & Listening

Prerequisite: None. This course will enable students to use linguistic forms accurately, meaningfully, and appropriately, emphasizing conversational skills: listening and speaking in small groups, using new grammar structures, learning new words and expressions, comprehending and using idiomatic expressions.

ESL 012 – Beginner Reading and Writing

Prerequisite: None. This course is designed to enable students to identify and use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on simple and compound sentences, questions, modifiers, phrases, and verb tenses, especially simple present, simple past, and present progressive.

Level 2:

ESL 020 – High Beginner Speaking & Listening

Prerequisite: ESL 010. This course will enable students to use linguistic forms accurately, meaningfully, and appropriately, emphasizing academic listening and speaking skills: listening and speaking in small groups, listening to short lectures on academic topics, learning academic vocabulary and expressions, making presentations on new topics.

ESL 022 – High Beginner Reading and Writing

Prerequisite: ESL 012. The focus of the course is on creating effective sentences and paragraphs, including a review of grammar, punctuation and usage. The grammatical emphasis of this course

will be on present, past and future continuous tenses and modal usage. The lessons taught in this course will build on the skills developed in the prior series of ESL courses. It also has some emphasis on pronunciation, listening and speaking.

Level 3:

ESL 030 – Low Intermediate Speaking and Listening

Prerequisite: ESL 020. This course is designed to give advanced ESL students more practice using oral English. The emphasis is on small group work, problem solving, role plays, and informal discussion. Intensive practice in recognizing and pronouncing the sounds of American English with emphasis on words and phrases: stress, intonation, phrasing, reduction. Attention to individual as well as group priorities.

ESL 032 – Low Intermediate Reading and Writing

Prerequisite: ESL 022. The course is designed to enable students to use and interpret linguistic forms accurately, meaningfully, and appropriately in written expression. Classes will focus on writing simple and compound sentences in short paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks.

Level 4:

ESL 040 – High Intermediate Speaking and Listening

Prerequisite: ESL 030. This course focuses on improving student's ability to speak and to understand spoken English through a variety of listening, pronunciation, and speaking activities. Active participation in individual, pair, and group activities is required in each class session.

ESL 042 – High Intermediate Reading and Writing II

Prerequisite: ESL 032. This course is designed to enable students to use and interpret linguistic forms accurately, meaningfully, and appropriately in written expression. Classes will focus on writing simple, compound, and complex sentences in structured paragraphs, on developing 0

Level 5:

ESL 050 – Low Advanced Speaking and Listening

Prerequisite: ESL 040. This course provides a highly interactive class that develops low advanced speaking and listening skills such that students are able to carry out a variety of simple tasks in straightforward situations in English. Listening, critical thinking skills, and presentation skills are honed through targeted listening and speaking exercises. Students produce both oral and written work for assessment.

ESL 052 – Low Advanced Reading and Writing

Prerequisite: ESL 042. The focus of this course is on creating effective sentences and paragraphs, including a review of grammar, punctuation and usage. The lessons taught in this course will build on the skills developed in the prior series of ESL courses.

Level 6:

ESL 060 – Advanced Speaking and Listening

Prerequisite: ESL 050. This course provides a highly interactive class that develops advanced speaking and listening skills such that students are able to speak with ease and poise when in most normal situations. Listening, critical thinking skills, and presentation skills are honed through targeted listening and speaking exercises. Students produce both oral and written work for assessment.

ESL 062 – Advanced Reading and Writing

Prerequisite: ESL 052. This course focuses on compound and complex sentences and short paragraphs, overview of the verb tense system in English, verb forms with gerunds and infinitives, verb forms in modifying phrases, and modals. This course also emphasizes analyzing grammar and meaning, detecting and correcting grammatical errors, and self-editing skills.

Academic Calendar

2018 – 2019

Fall Quadmester

September 2018

- 27 New Student Orientation
- 30 Last Day to Register Without Late Fee

October 2018

- 1 Fall Quadmester Begins
- 8 Columbus Day (University Closed, No Classes)
- 13 Last Day for Registration

November 2018

- 12 Veterans Day (University Closed, No Classes)
- 21-26 Thanksgivings (University Closed, No Classes)

December 2018

- 8 Winter Registration Starts
- 11 Last Day to Completely Withdraw
- 23 Fall Quadmester Ends
- 24-4 Winter Break (University Closed)

Winter Quadmester

January 2019

- 3 New Student Orientation
- 5 Last Day to Register Without Late Fee
- 5 Winter Quadmester Begins
- 17 Last Day for Registration
- 21 Martin Luther King, Jr. Holiday (University Closed, No Classes)

February 2019

- 20 President's Day (University Closed, No Classes)

March 2019

- 9 Spring Registration Starts
- 19 Last Day to Completely Withdraw
- 30 Winter Quadmester Ends

Spring Quadmester

April 2019

- 3 New Student Orientation
- 5 Last Day to Register Without Late Fee
- 6 Spring Quadmester Begins
- 16 Last Day to Apply for Graduation
- 17 Last Day for Registration

May 2019

- 27 Memorial Day (University Closed, No Classes)

June 2019

- 9 Summer Registration Starts
- 15 Last Day to Completely Withdraw
- 26 Commencement
- 27 New Student Orientation
- 28 Last Day to Register Without Late Fee
- 28 Spring Quadmester Ends

Summer Quadmester

July 2019

- 4 Independence Day Holiday (University Closed, No Classes)
- 5 Summer Quadmester Begins
- 12 Last Day for Registration

September 2019

- 2 Labor Day (University Closed, No Classes)
- 7 Fall Registration Starts
- 13 Last Day to Completely Withdraw
- 27 Summer Quadmester Ends

Academic Calendar

2019 – 2020

Fall Quadmester

September 2019

- 29 New Student Orientation
- 30 Last Day to Register Without Late Fee

October 2019

- 1 Fall Quadmester Begins
- 14 Columbus Day (University Closed, No Classes)
- 16 Last Day for Registration

November 2019

- 11 Veterans Day (University Closed, No Classes)
- 27-30 Thanksgivings (University Closed, No Classes)

December 2019

- 6 Winter Registration Starts
- 14 Last Day to Completely Withdraw
- 23 Fall Quadmester Ends
- 23-4 Winter Break (University Closed)

Winter Quadmester

January 2020

- 4 New Student Orientation
- 4 Last Day to Register Without Late Fee
- 5 Winter Quadmester Begins
- 17 Last Day for Registration
- 20 Martin Luther King, Jr. Holiday (University Closed, No Classes)

February 2020

- 17 President's Day (University Closed, No Classes)

March 2020

- 9 Spring Registration Starts
- 19 Last Day to Completely Withdraw
- 30 Winter Quadmester Ends

Spring Quadmester

April 2020

- 3 New Student Orientation
- 5 Last Day to Register Without Late Fee
- 6 Spring Quadmester Begins
- 13 Last Day to Apply for Graduation
- 19 Last Day for Registration

May 2020

- 25 Memorial Day (University Closed, No Classes)

June 2020

- 14 Summer Registration Starts
- 16 Last Day to Completely Withdraw
- 27 Commencement
- 30 New Student Orientation
- 30 Last Day to Register Without Late Fee
- 30 Spring Quadmester Ends

Summer Quadmester

July 2020

- 4 Independence Day Holiday (University Closed, No Classes)
- 5 Summer Quadmester Begins
- 13 Last Day for Registration

September 2020

- 7 Labor Day (University Closed, No Classes)
- 11 Fall Registration Starts
- 17 Last Day to Completely Withdraw
- 30 Summer Quadmester Ends

❧❧❧The Board of Directors❧❧❧

Ayman J Al Kisswany, Chairman
DBA, City University of Sioux Falls

Mital Patel, Vice Chair
MS, Pennsylvania State University

Sean S. Lin, Treasurer
ABD, George Washington University

Harold Harris, President
MSW, Tulane University

Jon X. Zhang, Faculty Representative
Ph. D., University of West Virginia

University Staff

Harold Harris, LCSW, DCSW – President
MSW, Tulane University

Adam C. Yang – Dean of Academic Affairs
Ph. D., Columbia University

Raied Salman – Chair, Department of Technology
Ph. D., Virginia Commonwealth University

David Glazer -- Chair, Department of Management
Ph. D., George Washington University

Ronnie R. Yan – Admissions Director
M. S., University of South Alabama

Eric Boon Keat – Registrar
M. S., Georgia Institute of Technology

Henry H. Lee – Director of Student Services
M. S., University of Pittsburg

Thomas Pulver – Librarian and Learning Resource Manager
MS-LIS, The Catholic University of America

Ke Cheng, CPA – Business Manager
MS, Reagan National University

Chao Huang – Compliance Officer
MS, Reagan National University



Faculty List



Amir Afzal, D. S., George Washington University
Computer Science, Information Systems

Marcus Andrusko, M. A., Bethel University
Communication

Ajay Bhatt, J. D., University of Oregon
Legal Studies

Jacqueline Blackwell, M. A., University of Virginia
English

George Burgess, M. S., Oregon State University
Chemistry, Environmental Science

Michael Dowally, Ph. D., University of Oklahoma
Finance, Management

Bantz Duane, Master of Accounting, Washington State University
Accounting

Beverly Elson, Ph. D., University of Maryland
Art History, English, Management

David Glazer, Ph. D., George Washington University
Finance, Management, Marketing

Hank H. Hai, Ph. D., Duke University
Economic, Management

Jane Hart, MBA, University of Pennsylvania
Management

Paul Hicks, M. A., California State University – Los Angeles
Philosophy

David D. Huang, Ph.D., University of Iowa
Computer Science, Mathematics, Statistics

Katrina Klaasmeyer, M. A., University of Oregon
Art History

Lynsey LeMay, M. S., College of William and Mary
Geology, Marine Science

Ruiyan Luo, Ph. D., Wisconsin University
Statistics

Mohammad Najand, Ph. D., Syracuse University
Finance, Management

David Pindel, M. S., Western Illinois University
Biology

Michael Powers, M. A., Eastern New Mexico University
History

Tonya Rondinone, M. A., Southern Connecticut State University
Psychology

Raied Salman, Ph. D. Virginia Commonwealth University
Computer Science

Bethany Wengerd, M. A., California State University – Fullerton
Anthropology

Adam C. Yang, Ph.D., Columbia University
Political Science

Jon X. Zhang, Ph.D., University of West Virginia
Computer Science, Mathematics, Statistics

Raymond Zich, M. S., Indiana University of Pennsylvania
Physics

From: adam.yang@rnu.edu
To: [Michelle Bonocore](#)
Subject: Return Receipt (read): 2019 Student Achievement Performance Disclosure – 2nd Notice
Date: Tuesday, January 14, 2020 2:36:12 PM
Attachments: [MDNPart2.txt](#)

This is a Return Receipt for your message

To: "business@rnu.edu" <business@rnu.edu>, "adam.yang@rnu.edu" <adam.yang@rnu.edu>
Subject: 2019 Student Achievement Performance Disclosure – 2nd Notice
Date: 2020-01-14 09:56

Note: This receipt only acknowledges that the message was displayed on the recipient's computer. There is no guarantee that the recipient has read or understood the message contents.

Final-Recipient: rfc822; adam.yang@rnu.edu
Original-Message-ID:
<BL0PR20MB2147E9026A483D7E41E53BBBAF340@BL0PR20MB2147.namprd20.prod.outlook.com>
Disposition: manual-action/MDN-sent-manually; displayed
Original-Recipient: "business@rnu.edu" <business@rnu.edu>,
"adam.yang@rnu.edu" <adam.yang@rnu.edu>
Reporting-UA: Roundcube Webmail/1.3.7

From: adam.yang@rnu.edu
To: [Michelle Bonocore](#)
Subject: Re: 2019 Student Achievement Performance Disclosure – 2nd Notice
Date: Monday, January 20, 2020 2:00:39 AM
Importance: High

The information on our website has been modified. Please verify. Thank you.

Adam Yang

On 2020-01-14 09:56, Michelle Bonocore wrote:

The student achievement disclosure information available on your website, reviewed from the link on the campus's ACICS member center account, is not in compliance with Section 3-1-704 of the Accreditation Criteria.

The link in your member center account (rnu.edu/profile/consumer-information) does not go directly to the campus's performance disclosure as previously directed. The information could not be found on the page and as such, does not meet the requirement.

The campus's failure to publish the required information may result in a show-cause directive. Therefore, the deficiency identified above MUST BE corrected by close of business on January 16, 2020, or a recommendation to show-cause the institution will be made to the Executive Committee for their immediate consideration. The campus must notify ACICS, via this email, that the change has been made.

Your prompt response and attention are required.

Thank you.

Michelle Bonocore

Compliance Analyst

Accrediting Council for Independent Colleges and Schools

1350 Eye Street, NW | Suite 560 | Washington, DC 20005

www.acics.org | (b)(6) cell |

-

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disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.

From: adam.yang@rnu.edu
To: [Michelle Bonocore](#)
Subject: Re: MingDao
Date: Monday, January 27, 2020 1:47:53 AM
Attachments: [Mingdao University.pdf](#)

Hi Michelle. I hope it will help.

Adam

On 2020-01-22 14:20, Michelle Bonocore wrote:

Hi Adam,

I tried googling the MingDoa issues you shared with me and could not find anything. Are you able to e-mail me some details and maybe even a translated article? It would be very helpful for Perliter as we consider the institution's application for initial accreditation. I appreciate it!

Michelle Bonocore

Compliance Analyst

Accrediting Council for Independent Colleges and Schools

1350 Eye Street, NW | Suite 560 | Washington, DC 20005

www.acics.org | (b)(6) - cell |

-

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<https://www.chinatimes.com/realtimenews/20200115002493-260405?chdtv>

(b)(6), President of Ming Dao University, is suspected of opening a company in China, involving the embezzlement of tuition fees. He denied all accusations, and the Ministry of Education is responded by asking the school to provide all relevant cooperation contract for further investigations. If proved of any illegal actions, the school will be placed under the list of "Supervision School." The school will be transferred to the prosecution office.

According to media reports, the Ming Dao University and China Fujian Universities has a "3 plus 1 plan". Under this program, Chinese students could go to Taiwan for a one-year study within 4 years. Through this plan, the school has accumulated more than NT \$ 100 million tuition fee which was suspected of being embezzled by (b)(6) China-based company.

Ming Dao University responded through a statement. The school took the initiative to go to the Central Regional Investigation Station of the Investigation Bureau of the Ministry of Justice for further assistance. Since the new board of directors took over the school in June 2019, the school registration rate has increased, teaching and financial operations are normal, students are in good condition, and the rights of faculty will not be damaged.

Qingdao University also pointed out that the president (b)(6) has sent a letter to the entire school community about his retirement and has stated that his term of office will be expired at the end of January 2020. All school affairs during the president's vacation have been assigned to Vice President Zhou. The board of directors expressed deep sorrow and regret at this incident.

Liang Xuezheng, deputy director of the Department of Higher Education of the Ministry of Education, said that after an accountant previous visit to the school, he found out there were plenty of administrative negligence in Mingdao University with unclear tuition and miscellaneous fees. The Ministry of Education has formally sent a letter in November last year to the school as a base of financial support deductions.

As for (b)(6) opening a company in China, which involves misappropriation of tuition and fees, Liang Xuezheng said that the school is required to provide relevant cooperation contracts and send it to the Ministry of Education for further verification. If it is found illegal, Mingdao University will be included in the "Supervision School list", and all involved school personnel will be transferred to the Prosecution and Investigation Office.

Liang Xuezheng mentioned that if Mingdao University is listed as a "Supervision School list", it is not allowed to apply for separate admissions, extension education, distance education, or even overseas admissions. Liang Xuezheng also emphasized that the draft "Regulations on the Transition and Exit of Private Colleges and Universities" has also been submitted to the Legislative Yuan (Congress) for review and vote. In the future, schools with poor quality will be further examined. As for the supervision of private schools, in addition to requiring the school's own internal control mechanism and public information, the Ministry of Education will also send public welfare monitors to the school to investigate and deal with problem cases.

From: adam.yang@rnu.edu
To: [Michelle Bonocore](#)
Subject: Re: MingDao
Date: Thursday, January 23, 2020 4:54:43 PM

No problem at all. But I can only do it during the weekend.

On 2020-01-22 14:20, Michelle Bonocore wrote:

Hi Adam,

I tried googling the MingDoa issues you shared with me and could not find anything. Are you able to e-mail me some details and maybe even a translated article? It would be very helpful for Perliter as we consider the institution's application for initial accreditation. I appreciate it!

Michelle Bonocore

Compliance Analyst

Accrediting Council for Independent Colleges and Schools

1350 Eye Street, NW | Suite 560 | Washington, DC 20005

www.acics.org | 202.421.5183 - cell |

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From: adam.yang@rnu.edu
To: [Michelle Bonocore](#)
Subject: Fwd: Re: MingDao
Date: Monday, February 03, 2020 5:03:21 PM
Attachments: [Mingdao University.pdf](#)

----- Original Message -----

Subject: Re: MingDao
Date: 2020-01-27 00:47
From: adam.yang@rnu.edu
To: Michelle Bonocore <mbonocore@acics.org>

Hi Michelle. I hope it will help.

Adam

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<https://www.chinatimes.com/realtimenews/20200115002493-260405?chdtv>

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disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.

From: adam.yang@rnu.edu
To: [Michelle Bonocore](#)
Subject: Return Receipt (read): Reagan National University - 000276405 - Request for Information **REVISED**
Date: Monday, February 10, 2020 4:25:11 PM
Attachments: [MDNPart2.txt](#)

This is a Return Receipt for your message

To: "'business@rnu.edu'" <business@rnu.edu>, "adam.yang@rnu.edu"
<adam.yang@rnu.edu>
Subject: Reagan National University - 000276405 - Request for Information
REVISED
Date: 2020-02-10 15:07

Note: This receipt only acknowledges that the message was displayed on the recipient's computer. There is no guarantee that the recipient has read or understood the message contents.

Final-Recipient: rfc822; adam.yang@rnu.edu
Original-Message-ID:
<BL0PR20MB21478FDDCB1C4CBB613139A7AF190@BL0PR20MB2147.namprd20.prod.outlook.com>
Disposition: manual-action/MDN-sent-manually; displayed
Original-Recipient: "'business@rnu.edu'" <business@rnu.edu>,
"'adam.yang@rnu.edu'" <adam.yang@rnu.edu>
Reporting-UA: Roundcube Webmail/1.3.7

CHAPTER 20: DOCUMENT RETENTION AND ARCHIVING

INTRODUCTION

As an integral part of ensuring the quality and integrity of institutions, ACICS requires the comprehensive and accurate retention and archival of all records and documents germane to the accreditation process. The agency requires all employees, volunteer evaluators and agents to contribute to a complete record of the institutions currently and formerly accredited by the agency.

To accomplish this retention and archival outcome, ACICS utilizes an electronic document management solution (SharePoint) to create an accurate and completely record of its activities as an accrediting entity. The electronic document management system allows for institutions to convey applications and other official requests to ACICS, and for those requests to become a permanent part of the institution record. Other elements of the institution records captured in this solution include team reports, institution responses to site visits, periodic review reports.

Records pertaining to previous accreditation cycles and files of closed institutions (that fall under the retention policy) are maintained in the electronic document management system as well. In addition, the ACICS electronic filing system contains all institutional actions taken by the Council, official minutes of each Council meetings, and other official correspondence between ACICS and other accreditors, state and federal regulatory authorities, and other official corporate documents.

POLICY

ACICS requires that various types of records and documents shall be managed and retained for specific periods of time and that records and documents shall be destroyed on a specific schedule and in an appropriate manner. This policy is intended to guide that management and retention in a manner consistent with laws and sound accreditation practices. This policy applies to specified records of ACICS and requires the responsible implementation of the policy by staff.

PURPOSES

The proper management of ACICS records will help to ensure that confidentiality is maintained when necessary or appropriate. The policy will ensure that records are retained during periods of time when they are likely to be needed and that records are systematically destroyed thereafter. The policy is not intended to apply to drafts and working papers of individual staff members, who are expected to exercise good judgment in managing them.

RECORDS COVERED BY THE POLICY

This policy applies to records in all formats, whether paper or electronic. It applies to originals and copies, unless the copies are kept on hand for distribution. It does not apply to informal notes or materials that have little informational value, such as telephone call slips or routing messages.

RETENTION PERIODS AND DISPOSAL

Any record that is relevant to pending or anticipated litigation or investigation or that relates to a claim or audit shall be retained at least through final resolution of that matter.

Records covered by this policy shall be retained for the period designated on the following chart. After that period, the records shall be destroyed by a method that preserves confidentiality, such as secure shredding of paper documents. Destruction of a record means that all copies of the record shall be destroyed, whether paper or electronic, but data related to the record shall not be destroyed.

PURPOSE

The purpose of this Policy is to ensure that necessary records and documents are adequately protected and maintained and to ensure that records that are no longer needed by Accrediting Council for Independent Colleges and Schools (ACICS) or are of no value are discarded at the proper time. This Policy is also for the purpose of aiding employees and volunteers of ACICS in understanding their obligations in retaining and disposing all documents (electronic or otherwise) - including e-mail, Web files, text files, sound and movie files, PDF documents, and all Microsoft Office or other formatted files.

POLICY

This Policy represents ACICS's policy regarding the retention and disposal of records and the retention and disposal of all documents (electronic or otherwise).

ADMINISTRATION

Attached is the Record Retention Schedule that is approved as the initial maintenance, retention and disposal schedule for physical records of ACICS and the retention and disposal of electronic documents. The manager of Records Management (the "Administrator") is the officer in charge of the administration of this Policy and the implementation of processes and procedures to ensure that the Record Retention Schedule is followed. Before any records are disposed of, a member(s) of the executive staff will perform a review of the documents to ensure that all procedures were followed. The Administrator (with the President's approval) is also authorized to: make modifications to the Record Retention Schedule from time-to-time to ensure that it is in compliance with local, state and federal laws and includes the appropriate document and record categories for ACICS; monitor local, state and federal laws affecting record retention; annually review the record retention and disposal program; and monitor compliance with this Policy.

SUSPENSION OF RECORD DISPOSAL IN EVENT OF LITIGATION OR CLAIMS

In the event ACICS is served with any subpoena or request for documents or any employee becomes aware of a governmental investigation or audit concerning ACICS or the commencement of any litigation against or concerning ACICS, such employee shall inform the President's office and any further disposal of documents shall be suspended until such time as the Administrator, with the advice of counsel, determines otherwise. The Administrator shall take such steps as is necessary to promptly inform all staff of any suspension in the further disposal of documents.

APPLICABILITY

This Policy applies to all physical records generated in the course of ACICS's operation, including both original documents and reproductions. It also applies to the electronic documents described above.

This Policy was approved on 06/21/17.

RECORD RETENTION SCHEDULE

Type of Document	Type of Document	Minimum Requirement
School File Records*	Application for Initial or Renewal of Accreditation	6 years** or until final action is taken by Council (whatever comes later)
School File Records*	Self-Evaluation Report	6 years** or until final action is taken by Council
School File Records*	Team Summary Reports	6 years** or until final action is taken by Council
School File Records*	On-site Evaluation Records (active/inactive)	6 years** or until final action is taken by Council
School File Records*	Council Action Letters – All (active/inactive)	Permanently
School File Records*	Council Approval letters - Substantive Change	Permanently
School File Records*	Non-Substantive Change Applications	6 years** or until final action is taken by Council
School File Records*	Waiver Requests and Council Action	6 years** or until final action is taken by Council
School File Records*	Correspondence that has a Bearing on an Accreditation Action (active/inactive)	Permanently
School File Records*	Financial Statements	6 years** or until final action is taken by Council
School File Records*	Complaints filed in Accordance with the ACICS Rules	6 years** or until final action is taken by Council
School File Records*	Inactive School Files	1 year
Notes and Working Files	On-Site Evaluation Notes and Working Papers – Staff and Volunteers	To be Discarded after Council Action
Notes and Working Files	Council Meeting Notes and Working Papers	Commissioners – To be Discarded After Council Action is Ratified. Staff – May be discarded when the complete School Action Letter(s) is sent

Notes and Working Files	Orange sheets	To be Discarded After Commission Action is Ratified or in the case of an adverse finding until outcome is final.
Notes and Working Files	Institutional Compliance Summary for Adverse Actions	Maintained Until Council Action Letter Sent to School
General Corporate Records	Articles of Incorporation and Amendments	Permanently
General Corporate Records	Bylaws	Permanently
General Corporate Records	Recognition Petitions	Permanently
General Corporate Records	Standards of Accreditation	Permanently
General Corporate Records	Call for Comments	Permanently
General Corporate Records	Accreditation Alerts	Permanently
General Corporate Records	Final Commission Meeting Minutes	Permanently
General Corporate Records	Membership Ballots	Maintained 90 days following the applicable vote
General Corporate Records	Deeds, mortgages, lease and bills of sale	Permanently
General Corporate Records	Trademark and Copyright Registrations	Permanently
General Corporate Records	Insurance Policies	Maintained for the Life of the Policy + 3 years
General Corporate Records	Correspondence (general)	90 days

General Corporate Records	Depreciation schedules	Permanently
Accounting, Finance and Tax Records	Income Tax Returns and Filings	7 years
Accounting, Finance and Tax Records	Audit Reports of Accounts	Permanently
Accounting, Finance and Tax Records	Insurance records, current accident reports, claims, policies, and so on (active and expired)	Permanently
Accounting, Finance and Tax Records	Accounts Receivable Records	7 years
Accounting, Finance and Tax Records	General Ledger Records	7 years
Accounting, Finance and Tax Records	Bank Records (i.e. statements, reconciliations, canceled checks)	7 years
Accounting, Finance and Tax Records	Schedules, Ledgers and Other Supporting Documentation for Financial Statements and Tax Forms	7 years
Accounting, Finance and Tax Records	Accounts payable ledgers and schedules	7 years
Accounting, Finance and Tax Records	Contracts, mortgages, notes, and leases (expired)	7 years
Accounting, Finance and Tax Records	Expense analyses/expense distribution schedules	7 years
Accounting, Finance and Tax Records	Year-end financial statements	Permanently

Accounting, Finance and Tax Records	Invoices (to customers, from vendors)	7 years
Accounting, Finance and Tax Records	Payroll records and summaries	7 years
Accounting, Finance and Tax Records	Checks (for important payments and purchases)	Permanently
Accounting, Finance and Tax Records	Internal audit reports	3 years
Accounting, Finance and Tax Records	Contracts (still in effect)	Contract period + 5 years
Accounting, Finance and Tax Records	Withholding tax statements	7 years
Personnel Records and Payroll Documents	Employee Handbook	Maintained Permanently
Personnel Records and Payroll Documents	Employee Personnel Records (i.e. resume/application; evaluations; attendance records; compensation; exit information)	Maintained While Active + 3 years
Personnel Records and Payroll Documents	Employment Agreements and Independent Contractor Agreements	Maintained While Active + 3 years
Personnel Records and Payroll Documents	Employment Earnings and Payroll Records	Maintained While Active + 3 years
Personnel Records and Payroll Documents	Employee Insurance Records	Maintained While Active + 3 years

Personnel Records and Payroll Documents	I-9 Forms	Maintained While Active + 3 years
Personnel Records and Payroll Documents	Job Postings, Advertisements, Non-Employee Applications and Documents Pertaining to Employees Not Hired	1 year for hiring decision
Personnel Records and Payroll Documents	Discrimination or Harassment Complaints	while active + 3 years
Personnel Records and Payroll Documents	Retirement and pension records	Permanently
E-Mail and Other Correspondence / Records	Correspondence (general)	90 days
E-Mail and Other Correspondence / Records	Correspondence (legal)	Permanently
E-Mail and Other Correspondence / Records	Correspondence (with vendors)	3 years
Digital Storage Media and Other Electronic Information	Employee hard drives and storage media	60 days after termination
Digital Storage Media and Other Electronic Information	Network hard drives	90 days from cessation of use; 5 years if programs contained thereon are no longer used
Digital Storage Media and Other Electronic Information	Voicemail records (stored electronically)	Hosted vendor maintained per their TOS
Digital Storage Media and Other Electronic Information	Monthly System Back-Ups	1 year

Digital Storage Media and Other Electronic Information	Active Computer Inventory List	Permanently
Digital Storage Media and Other Electronic Information	Web site (archive version and current version)	2 year
Digital Storage Media and Other Electronic Information	Financial System Back-Ups	7 years of yearly backups

RNU Timeline

2/3/2020: First email request from USAT with questions regarding “show cause order.” (Full email exchange attached)

See Exhibit 25, p. 8.

2/5/2020: USAT suggests “they found little evidence the university was there or that students had been studying there.”

See Exhibit 25, p. 6.

2/6/2020: ACICS is contacted by ED press secretary. ACICS responds via email. (Email exchange attached).

See Exhibit 25, p. 10.

2/7/2020: Perliter Walters-Gilliam, staff lead to ARIG, communicates with ARIG regarding a course of action given the information received from USAT (Email attached)

See Exhibit 25, pp. 13-14.

2/7/2020: ARIG directs an unannounced visit for the next day. A site visitor is identified, travel arrangements secured, and visit procedures finalized. (Email attached)

See Exhibit 25, p. 11 and Exhibit 22A.

2/7/2020: ACICS receives follow up questions from ED press secretary; ACICS continues discussion via phone. (Email attached)

See Exhibit 25, p. 9.

2/7/2020: ACICS outreach to state. (Email attached)

See Exhibit 25, p. 15.

2/8/2020: Site visitor arrives to RNU campus at 9:30 am. (Unannounced visit report attached)

See Exhibit 22.

Michelle Edwards

From: Michelle Edwards
Sent: Thursday, February 13, 2020 4:54 PM
To: 'Quintana, Chris'
Subject: RE: Checking in on status of media inquiry from USA Today

No worries. I appreciate you reaching out.

Thanks Chris.

From: Quintana, Chris <CQuintana@usatoday.com>
Sent: Thursday, February 13, 2020 4:37 PM
To: Michelle Edwards <medwards@acics.org>
Subject: RE: Checking in on status of media inquiry from USA Today

Thank you for these answers and your patience Michelle.

-CQ

From: Michelle Edwards <medwards@acics.org>
Sent: Thursday, February 13, 2020 4:26 PM
To: Quintana, Chris <CQuintana@usatoday.com>
Subject: RE: Checking in on status of media inquiry from USA Today

Hello Chris,

Apologies for my delayed response. Please see my comments in red below.

Thanks,
Michelle

Michelle Edwards

Accrediting Council for Independent Colleges and Schools

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From: Quintana, Chris <CQuintana@usatoday.com>
Sent: Thursday, February 13, 2020 10:11 AM
To: Michelle Edwards <medwards@acics.org>
Subject: RE: Checking in on status of media inquiry from USA Today

Morning Michelle,

I just have a few last questions here as a matter of fact-checking and just making sure everything is up to date. I appreciate how willing you have been to answer my questions. We're shooting to run this tomorrow, so I am hoping we can get these answered today by 5 p.m.

Does ACICS accredit 74 institutions? Would it be accurate to say in the past you all had accredited 245.
ACICS currently accredits 63 institutions. As of December 2016 we accredited 290 institutions.

I did note that the institution had withdrawn its application. Is that effective immediately?
Yes, it is effective immediately. See our public notification here: <https://www.acics.org/council-voluntary-withdrawal>

Did something happen that caused Reagan to withdraw its application on Saturday after I had asked you and Reagan multiple questions about the institution?
We are unable to share any information regarding the deliberative process of responding to at risk institutions.

In the past you had said you couldn't id the problems that prevented Reagan from its initial accreditation. Now that they have withdrawn their application can you share them now?
Unfortunately, ACICS policies and procedures do not allow us to provide communications regarding accreditation unless the grant of accreditation is conditioned, see here: <https://www.acics.org/council-actions-summary>

Along the same lines, ACICS sent a Reagan a show cause order on January 8, 2019 because the campus level placement rate was zero percent. What did Reagan change to become compliant?
"At the April 2018 meeting, the Council approved a procedural change which will allow for institutions or programs placed on show-cause due to placement, to continue confirmation of the employment for graduates from the previous CAR period, through the PVP. The campus must comply with the directives issued from the show-cause action; however, if the campus continues to confirm, verify, and validate placements for the reporting period which resulted in the show-cause action, it may send a formal request to CAR@acics.org to have that CAR unlocked so to make revisions to the placement data. Once approved, the CAR can only be revised once, and the institution must have placed enough graduates to increase their placement rate above the compliance standard. Once the CAR has been revised and successfully approved, the campus can then make a formal request to the Council to vacate the show-cause action." See page 6 of the May 2018 [memo to the field](#). Reagan did take advantage of the opportunity to continue placing students from their 2018 CAR. Their CAR was revised and the show-cause was vacated in May 2019.

Now that the institution has withdrawn its application, does ACICS stand by its decision to accredit Reagan. More specifically, it would be helpful if you could indicate what evidence you had that Reagan had students, was offering classes and that faculty listed were teaching there. My reporting didn't find any evidence of these things as of this winter. As previously mentioned, ACICS Accreditation Criteria does not allow for the awarding of an initial grant or new grant of accreditation unless ALL standards have been met. There is no instance with ACICS where a grant has been awarded without 100% compliance with our standards. The Show Cause letter issued in [December, 2019](#) was in response to site visit that identified 28 areas of potential non-compliance with the Accreditation Criteria.

The Show Cause letter is among the strongest forms of oversight and accountability available to ACICS - or any accreditor - according to our Criteria. Our criteria also allow appropriate time for the institution to respond to issues raised in the Show Cause letter. In regards to Reagan, the process unfolded according to the standards and timetable outlined in the Criteria.

Again, thank you for your patience. I realize I have asked a lot of questions, but I am just trying to be as accurate as possible. Please let me know if you have any questions for me, and I'll do my best to answer them.

Best,
-CQ

From: Michelle Edwards <medwards@acics.org>
Sent: Friday, February 7, 2020 3:12 PM
To: Quintana, Chris <CQuintana@usatoday.com>
Subject: Re: Checking in on status of media inquiry from USA Today

Chris, see my responses below in red.

From: Quintana, Chris <CQuintana@usatoday.com>
Sent: Thursday, February 6, 2020 1:26 PM
To: Michelle Edwards <medwards@acics.org>
Subject: RE: Checking in on status of media inquiry from USA Today

Thanks for answering these questions Michelle, and I do have a few more though I recognize you may not be able to answer them.

Reagan was accredited in 2017. That was after the Obama-era Education Department had revoked its recognition of ACICS in 2016, and before DeVos in 2018 reversed that decision and recognized the agency. Did ACICS still have accrediting power at that point, or how does that work?

ACICS continued to operate as an accrediting agency during the period between recognition was removed and restored. So the answer is yes, the agency still had accrediting power.

I understand that as part of the accreditation process there are site visits. Did any of those sites indicate anything out of compliance with the university?

The current show-cause was directed in response to the site visit, which resulted in 28 findings. The initial accreditation site visit followed the same process. A report was issued to the institution identifying findings, the institution's response(s) demonstrated compliance with all criteria.

As part of the initial accreditation, can you tell me in which areas the university was found to be noncompliant?

Unfortunately, we cannot share that information.

Can you tell me why ACICS approved the university given they were out of compliance in some areas? To elaborate, is it standard practice to grant initial accreditation to an institution that is noncompliant in some areas with the understanding that getting into compliance is necessary for accreditation?

ACICS Accreditation Criteria does not allow for the awarding of an initial grant or new grant of accreditation unless ALL standards have been met. There is no instance with ACICS where a grant has been awarded without 100% compliance with our standards.

Thanks for your time and attention here Michelle, I appreciate it.

-CQ

From: Michelle Edwards <medwards@acics.org>
Sent: Thursday, February 6, 2020 12:18 PM
To: Quintana, Chris <CQuintana@usatoday.com>
Subject: RE: Checking in on status of media inquiry from USA Today

Chris-

Reagan National University was accredited by ACICS in 2017 after going through the [steps](#) necessary to receive initial accreditation. As part of that review, the initial grant team identified a number of areas of noncompliance with the [Accreditation Criteria](#). Only when those findings were addressed was RNU deemed to be in full compliance with the accreditation criteria and thus granted initial accreditation for two years.

Every three to six years, based on the length of the institution's grant of accreditation, all accredited institutions are required to undergo a review as part of a renewal of accreditation process. The Show Cause letter issued in December, 2019 was in response to site visit that identified 28 areas of potential non-compliance with the Accreditation Criteria.

ACICS takes this matter very seriously. Our Accreditation Criteria makes clear that the Council is obligated to not only follow the procedures outlined in the Criteria, but also to take adverse action against any institution that fails to come into compliance with the Criteria in the established timeframe. RNU's written response is due February 14, 2020 and the Council will make a determination at our April meeting regarding this institution's application for a new grant of accreditation.

In regards to CHEA, I am sure you have seen our [statement](#) raising concerns about the process. We are confident ACICS meets CHEA's standards and we look forward to reapplying at a time when CHEA has fully completed its transition and implementation of new rules and processes.

I hope this additional information is helpful and will do my best to answer any additional questions, recognizing that in regards to RNU, while the review process is underway I am limited to only communicating what has been made public in the Show Cause letter.

Michelle

[Michelle Edwards](#)

[Accrediting Council for Independent Colleges and Schools](#)

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From: Quintana, Chris <CQuintana@usatoday.com>
Sent: Wednesday, February 5, 2020 11:05 AM
To: Michelle Edwards <medwards@acics.org>
Subject: RE: Checking in on status of media inquiry from USA Today

Michelle,

I understand that you feel limited in what you can say right now. We do intend to publish our findings later this week. Among them, we sent a reporter to Reagan National University's listed addresses, and found little evidence the university was there or that students had been studying there.

We also intend to write that the university doesn't have much of a digital footprint beyond its website, that we haven't been able to find students who went there, either online or in IPEDS, and that many of the faculty members and administrators listed on the site don't appear anywhere else online. We did find some academics whose names and education credentials matched those on RNU's website, but those worked elsewhere and told us they had never worked for RNU.

Additionally, many of the links on the website don't appear to be functional. And for a while the link to the show cause disclaimer also didn't work.

In ACICS's show cause letter, they're appeared to be indications that the university lacked many aspects that would make it a functional institution, such as missing computer equipment or the absence of a business program administrator.

In short, we have found enough evidence to question the university's legitimacy.

What we are hoping to learn from you is how the university gained accreditation in the first place. What was your initial accreditation process? When you accredited the university, how many students did it serve?

Given the situation with the university, did ACICS do enough to monitor RNU? Has it taken swift enough action? What are the next steps you plan to take?

I should add here that ACICS' decision to accredit RNU is a major part of our story, so I want to give you an opportunity to respond. The story also will mention ACICS' decision to halt its CHEA application.

CHEA had raised concerns that ACICS was out of compliance with nine of its standards, and we also seek comment from you on those concerns.

Thanks for your time and attention. Please let me know if you have any questions for me, and I'll do my best to answer them. Otherwise, let's set up a time to talk by some time on Thursday. We expect to publish the story as early as Friday.

Best,

-CQ

From: Michelle Edwards <medwards@acics.org>
Sent: Tuesday, February 4, 2020 10:39 AM
To: Quintana, Chris <CQuintana@usatoday.com>
Cc: ACICS media <media@acics.org>
Subject: Re: Checking in on status of media inquiry from USA Today

Chris –

Thank you for your call and message. All ACICS actions are posted on our website, and here is the link for the [Show Cause Directives](#). The letter to Reagan National University is available there and it provides a thorough review of the Council's concerns. Hopefully, that answers all of your questions. I will not likely be in a position to provide any additional information while the matter is pending. Thank you.

Ms. Michelle Edwards

President and CEO

ACICS

On Feb 3, 2020, at 10:00 PM, Quintana, Chris <CQuintana@usatoday.com> wrote:

Hello all,

This is Chris Quintana with USA Today. I called a little earlier today and left a message. I am trying to reach someone at ACICS regarding a story I am working on about accreditation and an institution in South Dakota called Reagan National University. I understand ACICS has given that institution a show cause order, and I am trying to get a little bit more information.

If you have any questions for me, I'd am happy to chat further on the phone or via this email address. You can reach me at 202-308-9021. I am trying to finish this story this week, so it would be ideal to hear from you all sooner rather than later. Thanks for your time and consideration.

Best,

-CQ

National Education Reporter

C: (b)(6)

Find me on Twitter: [@CQuintanaDC](https://twitter.com/CQuintanaDC)

Perlitter Walters-Gilliam

From: Perlitter Walters-Gilliam
Sent: Friday, February 7, 2020 1:02 PM
To: Morabito, Angela
Cc: Michelle Edwards
Subject: RE: Status of Reagan National University

Hello Angela

Are you available to speak on the phone? If so, please provide a number where I can reach you as this may be a more suitable means to discuss. Thanks!

(b)(6)

Vice President of Accreditation
Accrediting Council for Independent Colleges and Schools
1350 Eye Street, NW | Suite 560 | Washington, DC 20005
www.acics.org | 202.336-6769 - P |

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From: Morabito, Angela <Angela.Morabito@ed.gov>
Sent: Friday, February 7, 2020 12:39 PM
To: Perlitter Walters-Gilliam <PWGilliam@acics.org>
Cc: Michelle Edwards <medwards@acics.org>
Subject: RE: Status of Reagan National University

Okay – what does that action mean? We have a reporter telling me that he can't find any students, faculty, or staff at the school, so he's wanting to know if it's currently operating.

From: Perlitter Walters-Gilliam <PWGilliam@acics.org>
Sent: Thursday, February 6, 2020 5:57 PM
To: Morabito, Angela <Angela.Morabito@ed.gov>
Cc: Michelle Edwards <medwards@acics.org>
Subject: RE: Status of Reagan National University

Hello Angela

That is accurate. The Council's most recent action against the institution was recorded in DAPIP and can also be found here on our web site for your ease of reference:

<https://www.acics.org/council-direct-to-show-cause>

Don't hesitate to contact me if you have any additional questions.

Ms. Perliter Walters-Gilliam

Vice President - Accreditation

Accrediting Council for Independent Colleges and Schools

1350 I Street, NW | Suite 560 | Washington, DC 20005

www.acics.org | 202.336.6769 - p |

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From: Morabito, Angela <Angela.Morabito@ed.gov>

Sent: Thursday, February 06, 2020 5:36 PM

To: Perliter Walters-Gilliam <PWGilliam@acics.org>

Subject: Status of Reagan National University

Hi Perliter,

A reporter has contacted the Department to ask about Reagan National University in Sioux Falls. He tells me that the institution is accredited by ACICS. Is that accurate?

Thanks,

Angela L. Morabito

United States Department of Education

Press Secretary

T: 202.445.4885

E: angela.morabito@ed.gov

Perlter Walters-Gilliam

From: Perlter Walters-Gilliam
Sent: Friday, February 7, 2020 6:43 PM
To: Karly Zeigler; Michelle Bonocore; Cathy Kouko; Michelle Edwards
Subject: RE: ARIG Reviews for Discussion and Action

This is a follow up specific to the RNU case. Michelle B would not have been able to conduct an unannounced visit until February 22nd which is too far removed from the current urgency of the situation. I was able to confirm [REDACTED] (who is in [REDACTED] and a direct flight away from Sioux Falls) to visit the campus tomorrow. He should be checking into a hotel as I type and I will be sending him guidance on the Unannounced Visit procedures.

Based on what he finds, I will send a follow up over the weekend or first thing on Monday. Feedback on the other two cases are still needed Cathy 😊

Have a good weekend!

Ms. Perlter Walters-Gilliam
Vice President - Accreditation
Accrediting Council for Independent Colleges and Schools
1350 I Street, NW | Suite 560 | Washington, DC 20005
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From: Karly Zeigler <kzeigler@acics.org>
Sent: Friday, February 07, 2020 2:47 PM
To: Michelle Bonocore <mbonocore@acics.org>; Perlter Walters-Gilliam <PWGilliam@acics.org>; Cathy Kouko <ckouko@acics.org>; Michelle Edwards <medwards@acics.org>
Subject: RE: ARIG Reviews for Discussion and Action

Karly Zeigler

Manager, Policy and Institutional Compliance
Accrediting Council for Independent Colleges and Schools
Please note new address as of July 1, 2019
1350 Eye Street, NW | Suite 560 | Washington, DC 20005
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From: Michelle Bonocore <mbonocore@acics.org>

Sent: Friday, February 7, 2020 12:26 PM

To: Perliter Walters-Gilliam <PWGilliam@acics.org>; Cathy Kouko <ckouko@acics.org>; Karly Zeigler <kzeigler@acics.org>; Michelle Edwards <medwards@acics.org>

Subject: RE: ARIG Reviews for Discussion and Action

My feedback is in [REDACTED]

1. [REDACTED]

Analysis:

[REDACTED]

[REDACTED]

2. [REDACTED]

Analysis:

[REDACTED]

[REDACTED]

3. Reagan National University (New Case) – following the RA last cycle when they had 28 findings, they are currently on Show-Cause with 18 areas of non-compliance. During the visit, there were limited students on campus taking classes in the two classrooms. However, most students in the graduate programs take classes on the weekend – according to the class schedule. Given the new information, should ARIG consider doing an unannounced on a SATURDAY to ensure that there is instruction taking place and that administrators are on site?

Analysis:

I do agree an unannounced is appropriate here as well to ensure there are students in class. We have an old schedule that was only through December 19, but it does reflect most are Saturday/Sunday classes. The school catalog shows the new term started in session in January.

■ -I checked their website and it appears the "Shortcuts" links on the right hand side for admission and registration both don't work. Additionally, all of the links at the bottom of the home page for the student, staff, or faculty logins do not work. That's a big concern. I think we should reach out to them for an explanation regarding that part but also definitely schedule an unannounced ASAP for a Friday & Sat. to ensure we catch classes, whether they are weekday or weekend.

Michelle Bonocore

Compliance Analyst

Accrediting Council for Independent Colleges and Schools

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From: Perliter Walters-Gilliam

Sent: Friday, February 07, 2020 9:51 AM

To: Cathy Kouko <ckouko@acics.org>; Michelle Bonocore <mbonocore@acics.org>; Karly Zeigler <kzeigler@acics.org>; Michelle Edwards <medwards@acics.org>

Subject: ARIG Reviews for Discussion and Action

Importance: High

Hi Everyone

I just forwarded information for a new case that needs to be discussed and will summarize the three institutions that we need to evaluate:

1.

[REDACTED]

Analysis:

2.

[REDACTED]

[REDACTED]

Analysis:

3. Reagan National University (New Case) – following the RA last cycle when they had 28 findings, they are currently on Show-Cause with 18 areas of non-compliance. During the visit, there were limited students on campus taking classes in the two classrooms. However, most students in the graduate programs take classes on the weekend – according to the class schedule. Given the new information, should ARIG consider doing an unannounced on a SATURDAY to ensure that there is instruction taking place and that administrators are on site?

Analysis:

(b)(6)

Vice President of Accreditation
Accrediting Council for Independent Colleges and Schools
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Perlter Walters-Gilliam

From: Perlter Walters-Gilliam
Sent: Friday, February 7, 2020 2:38 PM
To: krista.rounds@state.sd.us
Subject: Institutional Inquiry - Reagan National University

Importance: High

Hello Krista

I am writing from ACICS, the institutional accreditor of Reagan National University. I am aware that you know of our recent visit to the institution and I wanted to reach out to you to discuss some new information that has been brought to our attention. Please let me know of your ability to speak confidentially over the phone.

Thank you.

(b)(6)

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Perlter Walters-Gilliam

From: Perlter Walters-Gilliam
Sent: Monday, February 10, 2020 11:45 AM
To: Karly Zeigler
Cc: Michelle Edwards; Cathy Kouko; Michelle Bonocore
Subject: RE: Unannounced Site visit to Reagan National University - ARIG Decision

The Council can revise its decision to in-person based on the information we have...through the complaints process we usually give 14 days but depending on how egregious the concerns are, we can kick it up to 7 days. The items being requested SHOULDN'T be difficult to find, since they should already be on record, but it will be helpful to the Council to see a response to determine if they should wrap this into the SC, in person or take a more adverse action.

Yah student roster with contact information and faculty's as well...

(b)(6)

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From: Karly Zeigler <kzeigler@acics.org>
Sent: Monday, February 10, 2020 8:43 AM
To: Perlter Walters-Gilliam <PWGilliam@acics.org>
Cc: Michelle Edwards <medwards@acics.org>; Cathy Kouko <ckouko@acics.org>; Michelle Bonocore <mbonocore@acics.org>
Subject: Re: Unannounced Site visit to Reagan National University - ARIG Decision

After thinking about this...do we need this for the Council to direct an in-person? Can't they do that regardless and then the response for this can be due w/the other show-cause items? My only concern is that they are going to come back and say they didn't have enough time to prepare all of this because they were ALL "sick."

Also, didn't we want a full student roster? With contact information?

Regards,

Karly Zeigler

On Feb 9, 2020, at 5:32 PM, Perliter Walters-Gilliam <PWGilliam@acics.org> wrote:

Hello Everyone

In light of the information shared by [REDACTED] concerning his visit to RNU, I recommend that we ask the institution to submit a response, within a WEEK, to "explain itself". Due process requires that the institution be given the opportunity to respond to this "new information" which can be considered by the Council when it meets for the Policy Meeting (February 18th-20th). The institution will be asked to provide the following:

1. A teaching schedule for the current term with faculty assignment and student rosters along with a designation of WHICH classes were cancelled (just weekend or ALL of them). **Contact information for both faculty and students must also be provided.**
2. A narrative on how the institution intends to make up the lost hours to include information on the number of hours that needs to be made up, dates for the make-up, and contingency plans for those students who are unable to make up the hours.
3. Evidence that all students and faculty were formally informed of the two-week break along with the schedule and plan to make up the hours lost.
4. Given that library access along with faculty, student and staff log in were conducted through the web site, a narrative on how the institution will maintain communication and library access to students while it conducts its website maintenance. Details on the projected restoration of the web site must also be provided

Let me know if there is anything else we should ask for. I'll have this letter ready in the morning so that it can be sent with a 7 day response requirement. I'll review their response, prepare a summary for the Council and along with [REDACTED] report and the current SC directive, the Council can take an action.

Fun weekend.

Ms. Perliter Walters-Gilliam

Vice President - Accreditation

Accrediting Council for Independent Colleges and Schools

1350 I Street, NW | Suite 560 | Washington, DC 20005

www.acics.org | 202.336.6769 - p |

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From: [REDACTED]

Sent: Sunday, February 09, 2020 4:14 PM

To: Perliter Walters-Gilliam <PWGilliam@acics.org>; Karly Zeigler <kzeigler@acics.org>; Michelle Edwards <medwards@acics.org>; Cathy Kouko <ckouko@acics.org>; Michelle Bonocore <mbonocore@acics.org>

Subject: Unannounced Site visit to Reagan National University

Attached is a summary of my attempt to visit Reagan National University yesterday. If you have any questions, Please feel free to contact me.

Thank you Perliter for entrusting this responsibility to me.

Best regards,

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]



March 27, 2020

VIA EMAIL

Mr. Herman Bounds Jr., Ed.S
Director, Accreditation Group
United States Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW
Washington, DC 20202

Subject: Accrediting Council for Independent Colleges and Schools (ACICS) Department of Education February 24, 2020 Inquiry Response

Dear Mr. Bounds:

This responds to the Department's February 24, 2020 request for information regarding a February 15, 2020 USA Today article regarding Reagan National University (RNU). RNU is no longer accredited by ACICS, having formally withdrawn as of February 8, 2020. See Exhibit 1, RNU Letter of Withdrawal and ACICS Acknowledgment of Same. Although RNU did not participate in Title IV programs, ACICS copied the U.S. Department of Education on that notice, as well as all other institutional correspondence, as stipulated by Federal Regulation 602.26 and Appendix G of the ACICS *Accreditation Criteria*. We also provide at Exhibit 2 a copy of our current directory removing RNU as an accredited institution based on its February 8, 2020 voluntary withdrawal.

At all times during the period that RNU sought initial accreditation by ACICS and maintained accredited status, the Council fully enforced its *Accreditation Criteria* regarding RNU. As our *Standards* and federal regulations governing agency recognition make clear, the Council is obligated to – and did – closely follow its oversight, reporting, and monitoring procedures contained in its *Accreditation Criteria* based on the information available to it at the time. We remain fully compliant with the *Criteria* and the Departments' federal recognition standards contained in Part 602.

As requested by the Department, we are providing all pertinent documents and communication related to RNU's application for initial accreditation and renewal of accreditation, as well as ongoing oversight of the institution and all actions taken by ACICS based on information in its possession related to RNU.

Initial Accreditation: RNU was granted accreditation by ACICS after completing the process over a two-year period. This began with the establishment of its eligibility, as outlined in Section 1-2-100, and the institutional review procedures of Section 2-1-200 of the *Accreditation Criteria*. See Exhibit 3, *Accreditation Criteria*, pp. 14-15 and 17-18. See Exhibit 4, Initial Application. At the time of the site visit for initial accreditation, RNU provided evidence of adequate facilities, qualified staff, and enrolled students. As part of the initial accreditation review, the onsite evaluation team identified 16 findings, see Exhibit 5, Initial Grant Team Report, ten of which were resolved by RNU in its response (see Exhibit 6, Institutional Response) to the Council. On May 5, 2017, the institution was notified that a decision on its application for initial accreditation was deferred pending resolution of the six areas of noncompliance with the *Accreditation Criteria*. See Exhibit 7. Over two review cycles, RNU was able to provide documentation to demonstrate that it had addressed the areas of non-compliance and was awarded a two-year grant at the Council's December 2017 meeting. See Exhibit 8, 2nd Deferral Letter and Exhibit 9, Initial Grant Approval Letter. Please note that this two-year period is shorter than the maximum length of the initial accreditation period permitted by the Criteria. See *Accreditation Criteria* 2-1-701, p. 21.

The *Accreditation Criteria* do not allow for the awarding of an initial grant or new grant of accreditation unless ALL applicable standards have been met. There has been no instance where ACICS has granted accreditation without an institution demonstrating compliance with our standards. After a grant of initial accreditation, all institutions are monitored pursuant to the reporting and oversight standards contained in the *Accreditation Criteria*. ACICS followed all the required procedures regarding RNU as detailed below:

Reporting: Pursuant to Section 2-1-800 of the *Accreditation Criteria* (id. p. 21), all accredited institutions are required to comply with the following steps in order to maintain their accreditation and RNU was no exception:

- **Annual Financial Reporting – 2-1-802 and 2-1-808:** All ACICS-accredited institutions are required to submit an Annual Financial Report (AFR) and audited financial statements 180 days following the end of the institution's fiscal year. <https://www.acics.org/accreditation-maintaining>. RNU submitted the required materials on a timely basis. See Exhibit 10, Audited Financial Statements 2017 and 2018. ACICS reviewed the financial materials and found no areas of concern. See Exhibit 11, Annual Financial Reports.
- **Student Achievement – 2-8-801 and 2-8-809:** ACICS defines standards for student achievement that include Retention Rates, Placement Rates and Licensure Examination Pass Rates, if applicable. Student retention and job placement rates are calculated using data that are submitted quarterly and reviewed annually through the Campus Accountability Report (CAR). Licensure pass rates are reported from the third-party oversight agency on an annual basis only. All institutions (main and branch campuses) accredited at any point during the CAR reporting year (July 1 to June 30) are required to file a CAR on a quarterly basis. Furthermore, ACICS utilizes a Placement Verification

Program (PVP) to independently review and validate all placement records to ensure that the placement is verified by the employer and/or the graduate and that it is an accurate classification of a placement, according to the ACICS guidelines. RNU submitted all reports on time, the most recent of which was received by ACICS on February 1, 2020. See Exhibit 12, 2018 and 2019 CARs.

The institution's first CAR was due for the 2018 reporting period, following its initial grant award in December 2017. RNU initially failed to utilize the PVP according to ACICS required procedures prior to submitting their 2018 CAR, and as a result, the institutional placement data was reported at 0%. Consequently, the institution was directed to show-cause, in a letter dated January 8, 2019, for being materially below compliance with student achievement standards (*see* Exhibit 13, RNU Student Achievement Show Cause). In response, RNU submitted its placement data to the PVP which were verified by the graduate or employer and validated by ACICS; and then revised its CAR to accurately reflect an institutional placement rate of 65%. See Exhibit 14, CAR revisions RNU. Consequently, given that the revised rate was above the compliance standard of 60% but below the benchmark of 70%, the Council vacated the Show Cause directive and placed the institution on placement reporting. See Exhibit 15, Vacate Show Cause RNU.

Renewal of Accreditation Evaluation: RNU's accreditation was set to expire on December 31, 2019. Because accreditation is voluntary, it is the institution's responsibility to notify ACICS, by submitting an application (*see* Exhibit 16, Renewal of Accreditation Application), of its intent to renew its accreditation. See Exhibit 3, Section 2-1-300 at p. 17. As part of that process, all accredited institutions are required to undergo a full onsite evaluation. An ACICS evaluation visit was conducted to RNU over two days in October 2019 with a five-member team. The evaluation team reviewed student records, attended classes, and interviewed students, faculty, department heads, and key administrative staff. At the time of this visit, RNU had approximately 70 students enrolled, with many classes held on the weekend to accommodate the schedules of working students and faculty members (*see* Exhibit 16 at 254). Therefore, a number of faculty interviews were conducted via telephone to ensure that all stakeholders were included in the review. As a result of the team's independent assessment, 28 areas of potential non-compliance with the *Accreditation Criteria* were identified. See Exhibit 17, RNU Visit Report. While the institution provided sufficient documentation to address 11 of the findings, 18 were determined to be out of compliance with the standards (*see* Exhibit 18A, 18B, and 18C, RNU Institutional Response).

Show Cause: Accordingly, the institution was directed to show cause why its application for renewal of accreditation should not be denied and its current grant of accreditation withdrawn by suspension, for being significantly out of compliance with the *Accreditation Criteria*. The Council also noted that a number of issues identified during the renewal of accreditation process were identical to those of the initial review. See Exhibit 19. Although the *Accreditation Criteria* provide flexibility for ACICS to have acted short of a show cause order, due to the extent of the deficiencies, ACICS chose to immediately issue a show cause directive.

In addition, ACICS required RNU to submit an Institutional Teach-Out Plan to ensure the school can provide a reasonable option for the approximately current 70 students to complete their programs in the event of institutional closure. RNU's written response was due February 14, 2020. See id. Given that the institution notified ACICS of its immediate voluntary withdrawal on February 8, 2020, that response was not received.

Other Accreditation Activities

Change of Name: In February 2018, RNU applied to change its name from Si Tanka University to Reagan National University. ACICS approved that request in March 2018. See Exhibit 20, Change of Name Application and Approval.

Change of Location: In September 2018, RNU submitted a change of location application which was approved effective November 2018. RNU received state approval for this change, as required by the application (see Exhibit 21, Change of Location Application and Approval at 5), and ACICS identified no concerns with regard to this facility relocation. See id.

Unannounced Site Visit: Considering the unresolved areas of non-compliance, the new information made available to ACICS about the absence of academic activity, and the disclosure from the institution that most of its classes were on the weekend, ACICS' At-Risk Institution Group (ARIG) ordered an unannounced site visit on Saturday, February 8, 2020. The ACICS representative reported that the main door to the school was locked and the website was down. A call to the main number of the school revealed that all classes had been canceled for two weeks due to widespread illness. A summary of the findings was submitted to ACICS, see Exhibit 22, ARIG Request for a Response and Visit Report at 3-4. With this information, ACICS issued a letter dated Monday, February 10, 2020 to RNU requesting an expedited response, *see id* at 1-2.

Voluntary Withdrawal – Immediately following the ARIG onsite visit, at approximately 2:22 pm on February 8, 2020, RNU notified ACICS of its decision to voluntarily withdraw from ACICS, *see Exhibit 1* at 1-2, effective immediately. This notice was acknowledged on February 12, 2020, and posted to the website (<https://www.acics.org/council-voluntary-withdrawal>). See id at 3.

ACICS has received no further information from RNU and the institution has been unresponsive to outreach by ACICS.

Conclusion

At all times, as chronicled above, the Council has fully enforced its standards regarding the institution. The Show Cause directive to RNU in December 2019 is among the strongest forms of oversight and accountability available to ACICS according to our Criteria. Our *Accreditation Criteria* makes clear that the Council is obligated to, not only follow the procedures outlined in

the *Criteria* but also, take adverse action against any institution that fails to come into compliance within the established timeframe.

ACICS was unaware that the institution had apparently abandoned its operations in late January and into February, if the USA Today report is accurate and reliable. We have no information to lead us to conclude otherwise, given that the institutional representative, Dr. Adam Yang, reached out multiple times to ACICS up until the institution's withdrawal. See Exhibit 23, Emails with Institution. Our *Standards* provide for regular monitoring through financial and student achievement reporting. When ACICS obtains information from any source that leads it to conclude an institution is at risk, an investigative process is initiated through ARIG with an unannounced site visit as a tool for ACICS staff to immediately explore and confirm the concerns. In this case, ACICS followed its procedures and standards based on the most current and reliable information available to it at the time.

Please let us know if you have additional questions following your review of the information we have provided.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

Cc: Ms. Elizabeth Daggett (Elizabeth.Daggett@ed.gov)



April 6, 2020

VIA EMAIL

Mr. Herman Bounds Jr., Ed.S
Director, Accreditation Group
United States Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW
Washington, DC 20202

Subject: Accrediting Council for Independent Colleges and Schools (ACICS) Department of Education February 24, 2020 Inquiry Response – April 1, 2020 Additional Request

Dear Mr. Bounds:

As requested in the email from Ms. Elizabeth Daggett on April 1, 2020, ACICS presents the following narrative, with supporting documentation as appropriate, in response to your specific requests:

- 1. In the response, Exhibits 16 and 17 (Renewal of Accreditation Application and RNU Visit Report, respectively) include redactions of the names of faculty and staff. I am requesting unredacted versions of both exhibits as they are essential to the Department's review.***

Exhibits 16 and 17 (Renewal of Accreditation Application and RNU Visit Report have been uploaded.

- 2. The institutional responses to the two deferrals on initial accreditation do not appear to be included in the documentation you submitted but which are necessary for this review. Also, I am requesting documentation of all IRC reviews of RNU during both the agency's initial and renewal reviews.***

The institutional responses to the two deferrals on initial accreditation have been uploaded. See Exhibits 6A and 6B.

IRC documents their review of any campus utilizing an "Orange Sheet." Per our Document Retention and Archiving policy in our Policy and Procedures Manual, orange sheets are considered notes and working files and are "discarded after Commission action is ratified or in

the case of an adverse finding until outcome is final.” See Exhibit 24, Chapter 20 Document Retention and Archiving, p. 5.

- 3. Finally, Exhibit 22 (ARIG Request for Response and Visit Report) references “visit procedures” attached but are not included in the exhibit. With respect to the unannounced visit, I am also requesting the external information received and the information and documentation of agency’s process from receipt of that external information to the unannounced visit report.**

Visit procedures for the unannounced visit have been provided as Exhibit 22A, Unannounced Visit Procedures. The external information received and documentation of ACICS’s process from receipt of the external information to the unannounced visit report is documented in Exhibit 25, Timeline and Documentation.

Please let us know if you have additional questions following your review of the information we have provided.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

Cc: Ms. Elizabeth Daggett (Elizabeth.Daggett@ed.gov)